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ABSTRACT

A study examined how college professors reacted to non-native English-speaking students' academic writing. It looked specifically at (1) their rating on a 10-point scale of content versus language of an essay written by non-native-speaking students; (2) their rank ordering of comprehensibility, acceptability, and irritation for errors; (3) how sciences and humanities faculty react differently or similarly; and (4) the factors that are significant in professors' ratings. Two student compositions (written by one Chinese speaker and one Korean) were evaluated by 178 professors at the University of California at Los Angeles (including 34 non-native speakers of English). Results show (1) professors gave higher ratings for language than for content; (2) errors were ranked for comprehensibility, irritation, and acceptability, in that descending order; (3) lexical errors were considered the most serious; (4) the non-science professors tended to be more lenient in their judgments than the science professors; and (5) the professors' age and native language were significant factors in their judgment of language, but not composition. The sample compositions, the survey instruments, and tabulations of results are appended. (MSE)

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Professors' Reactions to the Academic Writing of Non-Native-Speaking Students

Terry Santos
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Presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).

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INTRODUCTION

Within the past several years, a previously unexamined aspect of error evaluation (the reactions of native speakers to types of non-native-speaker errors) has begun to generate interest: that of professors' judgments of, and subjective reactions to, errors in the writing of non-native students. As this segment of the student population in the United States has grown, the demands on ESL writing programs and instructors have also increased. There is, in consequence, a felt need to establish more firmly instructional priorities in the teaching of composition. One way to do this is to investigate the reactions of the audience to whom the writing of non-native students is directed: their professors (Secord 1979; Vann and Meyer 1984a, 1984b;Sheorey and Ward 1984; Santos 1984).

The purpose of this study is to investigate professors reactions to the academic writing of non-native-speaking students. It poses the following questions: 1) What is the difference between professors ratings on a 10-point scale of the content of an essay written by a non-native student and the language? 2) What is the rank ordering of comprehensibility, acceptability, and irritation for errors in the writing of those students, as judged by professors in the sciences and the humanities/social sciences? 3) Do professors in the sciences and the humanities/

social sciences exhibit the same or similar patterns in their judgments? 4) What factors are significant in professors' ratings? For example, are the judgments of professors who are themselves non-native speakers the same as, or similar to, those who are native speakers?

Error evaluation has been broadly defined as native speakers' reactions to non-native speakers' errors. To understand better the types of reactions encompassed under this umbrella notion, it is helpful to identify what have come to be the most common terms. Comprehensibility is the degree to which the interlocutor understands what is said or written. Comprehensibility has been tested through both objective and subjective measures, e.g., repetition, restatement, operation tasks, and Likert-scale rankings (Bansal 1969; Dimitrijević and Djordjević 1971; Olsson 1973; Guntermann 1978). Irritation has been defined as "the result of the form of the message intruding upon the interlocutor's perception of the communication...[T]he irritation continuum ranges from unconcerned, undistracted awareness of a communicative error to a conscious, constant preoccupation with form..." (Ludwig 1982: 275). Some researchers (Johansson 1978; Ludwig 1982) consider comprehensibility and irritation inextricably linked, equating lower comprehensibility with higher irritation and vice versa, while others (Vann and Meyer 1984a; 1984b; Santos 1984) separate the two, regarding irritation more as a function of the expectations and characteristics of the interlocutor, who may become irritated by errors even when the message is comprehensible to him/her. Acceptability is the degree to which the interlocutor regards the speech or writing of the non-native as approximating the target-

language norms. Acceptability thus appeals to judgments about language, whereas irritation appeals to subjective reactions (the "bother factor"), which, however, may also include notions of acceptability.

THE STUDY

Methodology

This study employed a split-plot design (Pedhazur 1982: 562) to answer the research questions. Two compositions written by non-native students (one a Chinese speaker, the other Korean) were selected for evaluation; two sets of ratings were elicited (one for overall content and language, the other for individual errors); and two types of professors were consulted (those in the sciences and those in the humanities/social sciences). In addition, all of the professors were asked to complete a questionnaire designed to determine which independent variables (the items on the questionnaire) might be significant in their ratings.

Subjects

A total of 178 professors at UCLA participated in this study. They were selected on the basis of their availability at the time of the data collection and their willingness to participate in the study. They ranged in age from 27 to 77, with the median age 45.6 years. Of the 178, 156 were males, 22 females; 144 were native speakers of English, 34 non-native; 96 represented departments in the humanities/social sciences and 82 represented schools/departments in the sciences.

The 178 professors were placed in one of four groups. Group

I consisted of 10 professors who read, rated, and corrected the composition written by the Chinese student. Group II also consisted of 10 professors who performed the same tasks on the composition written by the Korean student. Group III consisted of 80 professors who read and rated the partially corrected version of the Chinese composition. Group IV consisted of 78 professors who performed the same tasks on the Korean composition.

Materials

The materials consisted of a questionnaire and two compositions written by non-native students, a Chinese speaker and a Korean speaker. The questionnaire requested the following background and evaluation information from the professors who served as subjected: 1) department, 2) sex, 3) age, 4) native langauge, 5) proficiency in speaking other languages, 6) the approximate percentage of non-native-speaking students in the professor's classes, 7) whether these non-native students tended to be undergraduates or graduates, 8) whether the professor had a policy in dealing with the writing of non-native students, and 9) which of the following statements most closely corresponded to the way the professor generally dealt with the writing of non-native students: a) does not correct errors; does not downgrade for them, b) does not correct; does downgrade, c) corrects, but does not downgrade, d) corrects and downgrades.

The two compositions were selected from among more than 100 produced by non-native-speaking students referred to the ESL Section of the English Department at UCLA in order to fulfill the composition requirement. For such students the composition

requirement may be satisfied by the successful completion of either English 36, Intermediate Composition for ESL Students, or English 106J, Advanced Composition for ESL Students. Students are placed in English 36 or 106J by producing a 350-to-500-word composition on a set topic in a 75-minute period. The compositions are read and rated by two ESL writing instructors, and, in cases where there is a difference of opinion, by a tiebreaking third reader. (See Appendix for a copy of the topic.)

The selection of the two compositions to be used in the study was made on the basis of a number of criteria. First, since the vast majority of ESL students fulfill the composition requirement by passing English 36 (Intermediate Composition), representative compositions at that level were chosen. Second, essays were sought that contained a variety of representative errors, both local and global, made by ESL students. Tomiyama (1977), Vann and Meyer (1984b) and Sheorey and Ward (1984) consulted the literature of error analysis and conducted surveys of ESL instructors in order to determine which types of errors are most common among ESL students. Based on a composite of their findings (which, unfortunately, were not accompanied by statistical frequencies), the following list was compiled and used as a reference guide (no ranking implied):

1. Articles
2. Lexical choice
3. Logical connectors, e.g., relative pronouns, conjunctions
4. Possessives
5. Prepositions
6. Singular/Plural
7. Subject-verb agreement
8. Tense
9. Word form

A third consideration was that the compositions represent two linguistic and cultural backgrounds found in large number at UCLA. Fourth, and finally, it was thought that for greater generalizability the essays should be equal in length and employ the standard five-paragraph system of organization and development, namely, introduction, body (three paragraphs), and conclusion. Indeed, the instructions to the students regarding the composition topic clearly, though implicitly, suggest such a structure (see Appendix).

Given the criteria for selection, the two compositions that were chosen were not radically different from one another, although at the same time they did exhibit certain idiosyncratic characteristics. Both conformed to the five-paragraph structure and contained almost the same number of words (392 for the Chinese student, 389 for the Korean). The Chinese student's composition consisted of 19 sentences (including one fragment), 26 T-units (a single independent clause together with all of its modifying subordinate clauses), and 12 instances of embedding. The Korean student's composition consisted of 23 sentences, 27 T-units, and 13 instances of embedding. (See Appendix for copies of the compositions.

The errors in the compositions were classified in the following way:

ERROR CATEGORY	INSTANCES OF ERROR	
	Chinese Student	Korean Student
Agreement	-	1
Articles	15	15
Discourse Cohesion	1	-

ERROR CATEGORY	INSTANCES OF ERROR	
	Chinese Student	Korean Student
Double Negative	-	1
Equative: Demonstrative + Possessive	1	-
Fragment	1	-
Lexical Choice	13	9
Logical Connectors	2	1
Mechanics	21	18
Non-Referential It	-	1
Non-Referential There	1	-
Objects	1	1
Possessives	3	-
Prepositions	3	1
Pronouns	-	7
Quantifiers	-	3
Redundancy	4	5
Register	-	2
Relative Clauses	1	-
Singular/Plural	7	7
Verbs	23	9
Agreement	6	3
Auxiliary	2	-
Omission	1	-
Passive	1	2
Phrasal	-	2
Tense-Aspect	13	2
Word Forms	4	3
Word Order	2	1

Following Celce-Murcia and Larsen-Freeman (1983), all grammatical errors were classified as being the result of omission, a wrong form, or a superfluous word or form. The general category "Verbs" was subclassified under "Agreement," "Auxiliary," etc.

It should be noted that at times the classifying of errors becomes a matter of individual interpretation and judgment. For example, how is one to classify the inappropriateness of the concluding sentence of the Chinese student's composition: I should say example of first two points I mentioned is commonly found? The primary problem here is not at the grammatical level but rather at the discourse level. Therefore, the entire sentence was classified

under "Discourse Cohesion" as an error category, while in addition, the individual gramamtical errors were also counted and classified, e.g., articles and singular/plural. Furthermore, in cases where it was difficult to determine which of two error categories was involved, the error was entered twice. For example, the United State might have been a spelling error or an error with singular/plural. Since there was no way to be certain, it was classified under both categories. For a detailed list of the classification of errors, see Appendix.

Procedures

The study consisted of two phases. In the first phase, 20 professors (10 for each composition) were presented with a typed copy of one of the two compositions in its original, i.e., uncorrected, form and were asked to read and rate it on six 10-point scales. Three of the scales were for content (holistic impression, development, and sophistication) and three for language (comprehensibility, acceptability, and irritation). The professors were then instructed to go back over the composition and correct everything that seemed incorrect to them. Finally, they were asked to list at the end the problems they regarded as the most serious in the composition. No time limit was set for the completion of these tasks.

The purpose of this first phase was to determine which of the many errors in the two compositions appeared most salient to the professors who read and corrected them. Of the studies that have been done in the area of error gravity and error evaluation in composition, only McGirt's (1984) started with natural, unaltered samples. In the other studies, either textbook passages with in-

serted errors were selected (Tomiyama 1977; Vann and Meyer 1984a, 1984b) or partially-to-extensively corrected, revised, and manipulated paragraphs or compositions written by non-native speakers were used (Johansson 1978; Santos 1984). Artificially prepared passages allow for maximum control of the variables by the researcher, but they also sacrifice the natural quality of unaltered connected discourse. Furthermore, they do not allow the native-speaker judges to decide for themselves which errors are the most glaring. Finally, selectively inserted errors give equal weight to each error type by representing them only once each, an unrealistic condition that ignores the frequent recurrence of certain error types and the relatively infrequent occurrence of others. For these reasons, authentic, unaltered compositions were used in this first phase.

In Phase 2, the compositions were corrected for all but the most salient errors, as identified by the professors in Phase 1. The most salient errors were regarded as those that either all 10 professors, or 9 of the 10, corrected. For the Chinese student's composition, these numbered 15, and for the Korean student's, 12. A list of the error types that were reprsented in this phase is given below. (See Appendix for copies of the compositions used in this phase.)

ERROR CATEGORY	INSTANCES OF ERROR	
	Chinese Student	Korean student
Articles	-	3
Discourse Cohesion	1	-
Double Negative	-	1
Lexical Choice	3	4
Logical Connectors	1	-
Non-Referential <u>There</u>	1	-
Possessives	1	-
Pronouns	-	1

ERROR CATEGORY	INSTANCES OF ERROR	
	Chinese Student	Korean Student
Verbs	7	3
Agreement	2	1
Auxiliary	2	-
Passive	1	2
Tense-Aspect	2	-
Word Forms	1	-

Copies of the partially corrected compositions were typed and the same 10-point scales for content and language that were given in Phase 1 were provided at the end of the compositions in Phase 2. In addition, the sentences containing the most salient errors were typed separately and the errors underlined. Following each sentence were three 10-point scales for ratings of comprehensibility, acceptability, and irritation.

All of the professors who participated in the study were seen personally by this researcher and were told that they should consider the composition they were being asked to read and rate as a piece of academic writing produced under the conditions described in the instructions to the students. They were also told how the terms comprehensibility, acceptability, and irritation were meant to be interpreted.

RESULTS

Ratings of Content Versus Language

The first research question asked whether there was a significant difference on a 10-point scale between professors' ratings of the overall content and the language of an essay written by a non-native student. To answer this question, the means and standard deviations of the ratings of content and language given by the 158 professors

in Phase 2 were computed and Duncan's Multiple Range Test run, using the general linear model of the SAS program. The results were the same for both compositions: the content was rated significantly lower than the language. In other words, the professors made a statistically significant distinction between the quality of the composition they read and the language; they judged the content more severely than the language. (See Table 1.)

Order of Language Variables

The second research question asked about the order of comprehensibility, acceptability, and irritation for the errors in the compositions. The means and standard deviations for the ratings of each error in the two compositions were computed and Duncan's Test run to determine if there was a significant difference among the three language variables (see Tables 2, 3, and 4). The same statistically significant order was found in both compositions. Comprehensibility received the highest rating (7.5 for the Chinese student's composition, 7.9 for the Korean student's); irritation the second highest (5.8 for the Chinese student, 5.6 for the Korean); and acceptability the lowest (3.7 for the Chinese student, 3.9 for the Korean). That is, the professors found the sentences with errors highly comprehensible, reasonably unirritating, but linguistically unacceptable. This same order obtained for the ratings of the overall language of the composition as well as for the individual errors.

The individual errors were also rank ordered by means in four ways: for each language variable (comprehensibility, acceptability, irritation) and for overall means of the three

(obtained by averaging the ratings of the three variables). Table 5 gives the rank order of errors in the Chinese student's composition. The errors are presented in order of seriousness, from most serious to least, according to the overall means. The rank order of each of the language variables is also indicated in parentheses below the mean ratings. The pattern that emerged in the order showed that the four lexical errors in the composition were judged to be the most serious error type. Of the five most serious errors, four were the lexical errors and one was the single article error. No other discernible pattern of order by error type was found. Of the seven verb errors, for example, two were rated toward the negative end of the scale, three toward the middle, and two toward the positive end.

Table 6 shows the rank order of errors in the Korean student's composition. Again, the lexical errors were considered the most serious, followed by one of the three article errors. It is also interesting to note that the double negative error (They wouldn't get nowhere unless they used a translator) ranked as the least acceptable and most irritating error, even though highly comprehensible (8.7 on the 10-point scale).

Comparison of Ratings by Professorial Field

The third research question asked whether or not professors in the sciences and non-sciences (humanities/social sciences) exhibited the same or similar patterns in their judgments of the compositions. This question was answered by means of several multiple regression analyses performed with the SAS program. The first analysis examined the overall ratings of content (holistic

rating, development, sophistication) and language (comprehensibility, acceptability, irritation) by professors in the sciences and non-sciences. There was one significant difference among the six variables: that of language acceptability. The professors in the sciences rated the acceptability of the language of the compositions significantly lower than did the professors in the non-sciences. (See Table 7.)

The second and third analyses examined the ratings of the individual errors in the two compositions for significant differences between the two groups of professors. In the Chinese student's composition, a clearly delineated pattern appeared. Of the 51 variables (17 sentences with errors and three 10-point scales for each), 12 showed a significant difference, all in the same direction: the professors in the sciences rated the 12 significantly lower than did the professors in the non-sciences. Of the 12, 10 were for irritation and two for comprehensibility (see Table 8).

The results for the ratings of errors in the Korean student's composition were less clear-cut. Of the 36 variables (12 sentences with errors and three 10-point scales for each), 11 showed a significant difference for the two groups of professors. Five variables, all for language acceptability, were rated lower by the non-science professors, despite the fact that these were the same professors who had rated the overall language of the compositions significantly higher for acceptability than had the science professors. On the other hand, six variables, five for comprehensibility and one for irritation, were rated significantly lower by the science professors (see Table 9).

Based on these results, two generalizations might be made. First, only the professors in the sciences were irritated by certain errors vis-à-vis the professors in the non-sciences. Second, the non-science professors exhibited a remarkable degree of tolerance in their ratings. Of the 93 variables (six for overall content and language, 51 for the errors in the Chinese student's composition, and 36 in the Korean student's), they rated only five errors significantly lower -- less acceptable -- than did their colleagues in the sciences.

Significant Factors in Professors' Ratings

The fourth research question asked what factors might account for the professors' ratings. To answer this question, a stepwise multiple regression analysis was performed; the ratings for overall content and language of the compositions were regressed on the items on the information sheet that the professors had completed. Two proved to be significant: age and native language. The age of the professors was a significant factor in the ratings of one variable: the degree of irritation aroused by the language of the compositions. The older professors displayed a lower degree of irritation in their ratings than did the younger professors. For native language, the 32 professors who were non-native speakers of English rated the acceptability of the language of the compositions significantly lower than did the 126 professors whose native language was English.

DISCUSSION AND CONCLUSION

This study has yielded the following results: 1) The language of an essay written by a non-native student was rated higher than the content. 2) The rank order of errors in the compositions, according to the professors' ratings was (from highest to lowest): comprehensibility, irritation, and acceptability. 3) The error type that was considered the most serious was the lexical error. 4) The non-science professors tended to be more lenient in their judgments than did the science professors. 5) Two factors were significant in the professors' ratings of some aspect of the language, but not the content, of the compositions: age and native language. The older professors rated the language less irritating than did the younger professors and those who were themselves non-native speakers gave lower ratings to the acceptability of the language.

The results of several of the research questions seem to lead to the same conclusion, namely, that professors are willing to look beyond the deficiencies of language to the content in the writing of non-native students, but will judge the content on the same basis for natives and non-natives alike. This conclusion would account for the fact that the content of the essays was rated significantly lower than the lanugage and that the ratings for content did not significantly increase even when the language was improved upon by the correction of the majority of morphosyntactic errors, albeit the less serious ones. The ratings for language increased thereby, but not the ratings for content.

That the professors considered the errors in the essays linguistically unacceptable and nonetheless gave significantly higher ratings to the language than to the content also suggests that professors are both willing and able to make a distinction between the content and language of the writing of non-native students. Put another way, it is a tribute to their tolerance that, while regarding errors as linguistically unacceptable, they still judge content and language independently, to the extent that this is possible. Where this seems not to be possible is with the error type that was considered the most serious: the lexical error. It is precisely with this type of error that language impinges directly on content; when the wrong word is used, the meaning is very likely to be obscured.

It is also worth noting that, while the science professors rated the overall language of the essays significantly lower than did the non-science professors, and were more irritated by certain errors, they did not rate the content of the essays lower than did the non-science professors. This, too, seems to support the position that professors make a distinction between content and language, regardless of their attitude toward errors in the language.

It may be a tribute to the tolerance of professors that they try to separate their judgments of content and language; however, another interpretation is also possible: professors are realists and have come to accept, if not appreciate, the fact that the writing of non-native students -- and, all too often, native students -- will contain numerous errors of language, and it would

be only punitive, and probably futile, to downgrade heavily for them.

The fact that the double negative error (They wouldn't get nowhere unless they used a translator) ranked as both the least acceptable and most irritating error in the Korean student's composition, despite its being completely comprehensible, deserves special mention. It seems clear that the reaction here is a social rather than a strictly linguistic one, and is undoubtedly a transfer from attitudes toward less educated native speakers as well as attitudes ingrained after years of prescriptive education.

When considering the implications of the two factors that proved to be significant in the professors' ratings of two of the three language variables, the one that seems less amenable to explanation is age. It seems counter-intuitive that the older professors were less irritated by the language of the essays than were the younger professors; yet a similar result was found by Vann and Meyer in their second study of professors' ratings of verb form errors, article errors, and spelling errors (1984b) The older professors gave higher ratings to those errors than did the younger professors. One can only speculate why this might be so; for example, perhaps professors become more realistic in their expectations of students' performance, and thus more tolerant, as they, the professors, get older.

There seems to be a readily available explanation, however, for why the professors who were non-native speakers rated the language of the essays as less acceptable than did the professors who were native speakers. Non-native professors have attained

an extremely high level of proficiency in English, and because of their investment of effort in the language, judge the errors of other non-natives more severely than do native-speaking professors.

Pedagogical Implications

The two results that offer pedagogical implications are that professors seem to make a distinction between content and language and that lexical errors are considered the most serious. The first of these findings supports the current approach to teaching writing as a process of planning, composing, revising, and editing. Non-native students need to improve their skills in the areas that most directly affect content, such as organizing, developing, and supporting their ideas and arguments, and these are the areas that are given the most attention by the process approach.

In addition, however, units on vocabulary building and lexical selection should be incorporated into an ESL writing course. Vocabulary has tended to be the neglected component in academic ESL courses; based on the results of this study, however, it is recommended that closer attention be paid to it. This could be done in several ways: through the use of vocabulary exercises, such as cloze and word form exercises; through requiring students to keep a vocabulary notebook based on their readings and lectures; and through emphasis on the importance of lexical selection and the elicitation or presentation of synonymous forms of expression. Moreover, there is a need for textbooks that deal with vocabulary for academic purposes. Such textbooks would provide valuable supplements to texts on academic writing.

This study has attempted to incorporate the major aspects of error evaluation in general, e.g., the notions of comprehensibility, acceptability, and irritation, and ratings of errors at the sentence and discourse level, while at the same time examining issues specific to the academic setting, e.g., the content/language distinction and significant factors in professors' ratings. Such research offers many benefits to both applied linguists and ESL instructors by adding to our understanding of the types of errors in writing that are considered the most serious by professors who read the writing of non-native students.

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TABLE 1

Means and Standard Deviations for Overall Content and Language of the Two Compositions (Scale 1-10)

		CONTENT			LANGUAGE		
		Holistic	Development	Sophistication	Comprehensibility	Acceptability	Irritation
Chinese	Means	4.90	5.29	4.89	7.24	4.74	6.79
N = 80	SD	1.78	1.91	1.95	1.84	2.09	2.49
Korean	Means	5.94	6.38	4.99	8.12	5.73	6.54
N = 78	SD	2.01	2.05	2.20	1.74	2.69	2.55

The ratings represented by the means are on a scale of 1 to 10. The scale always moves from negative to positive; thus, the lower the number, the more negative the rating, and vice versa.

Duncan's Multiple Range Test for Comparison of Ratings for Overall Content and Language

	Constant	Overall R^2	Root MSE	MSE	Mean of Content (A)	Mean of Language
Chinese	5.63	.70	1.25	1.58	5.02	6.25
Korean	6.28	.73	1.27	1.62	5.76	6.79

Alpha (A) = .05

TABLE 2

Means and Standard Deviations for Errors
in Chinese Student's Composition

		Comprehensibility	Acceptability	Irritation
Error 1 - Possessive	Means	9.14	5.34	7.30
...the Chinese's	SD	1.52	3.11	2.70
Error 2 - Non-Referential There		9.21	5.72	7.22
		1.63	3.31	2.87
There was a large number of Chinese who immigrated to the West Coast...				
Error 3 - Verb - Auxiliary		8.85	4.17	6.34
...the Chinese population in the U.S. is increased...		1.64	2.88	2.97
Error 4 - Verb - Agreement		8.81	3.39	5.82
When a Chinese person finds that there are something wrong with his friend...		1.66	2.75	3.07
Error 5 - Verb - Agreement		7.39	3.44	5.57
When someone appreciate...		2.89	2.65	3.17
Error 6 - Lexical		4.14	2.71	4.63
When someone appreciate a Chinese person's outlook belonging or thoughtfulness...		2.34	1.98	2.98
Error 7 - Lexical		4.49	2.36	4.70
...it is the Chinese way of being polite — by denying that their belongs are good...		2.82	1.98	3.19
Error 8 - Lexical		6.04	3.24	5.51
...by denying that their belongs are good or appreciable.		2.92	2.33	3.09

TABLE 2

	Comprehensibility	Acceptability	Irritation
Error 9 - Lexical	6.15	3.21	5.65
Finally, the Chinese are very closely related to the relative and surrounding people...	2.60	3.32	3.01
Error 10 - Verb - Tense-Aspect	8.77	3.35	5.70
One of my American friends once ask me why the main character in a Chinese story would not ran away when his family try to force him to marry a girl he does not like or never meet.	1.49	2.62	3.07
Error 11 - Verb - Passive	8.14	3.04	5.59
...he may not accept by the society.	2.04	2.30	3.08
Error 12 - Verb - Tense-Aspect	8.63	5.35	7.13
He has lost his root...	1.89	3.20	2.83
Error 13 - Word Form	8.10	4.13	6.16
He has lost his root and root is something the Chinese would never change.	2.23	2.53	3.12
Error 14 - Logical Connector	7.65	3.60	5.74
The modern Chinese are not as strongly bound to tradition in respect to the ancient Chinese.	2.32	2.50	2.99
Error 15 - Verb - Auxiliary	8.80	3.07	5.65
This is especially true of those who did not born in China.	1.65	2.62	3.01

TABLE 2

	Comprehensibility	Acceptability	Irritation
Error 16 - Article	6.80	2.76	5.21
However, even these Chinese still have that the cultural background to a certain degree.	3.01	2.33	3.25
Error 17 - Discourse Cohesion	7.52	4.50	6.10
I should say the examples of the first two points I mentioned are commonly found.	2.50	2.90	3.10

TABLE 3

Means and Standard Deviations for Errors
in Korean Student's Composition

		Comprehensibility	Acceptability	Irritation
Error 1 - Lexical	Means	6.46	4.67	6.77
There are three unique things... that a stranger from an outer region...	SD	3.12	2.70	2.72
Error 2 - Article		9.00	4.79	6.38
...that may lead him or her to a frustration.		1.66	2.99	2.82
Error 3 - Verb - Passive		8.41	3.59	5.62
First, the Korean language have been originated more than 5,000 years.		2.05	2.65	2.92
Error 4 - Double Negative		8.77	3.35	4.97
They wouldn't get nowhere unless they used a translator.		1.90	2.62	3.05
Error 5 - Lexical		6.51	3.37	5.08
They will see that the same tone which flown in the language also flows through the culture.		2.91	2.47	2.98
Error 6 - Article		7.90	3.69	5.42
Foreigners may find a nothing...		2.69	2.62	2.90
Error 7 - Lexical		6.18	4.17	5.90
...but a hot and chilly taste of vegetables.		3.07	2.88	3.03

TABLE 3

	Comprehensibility	Acceptability	Irritation
Error 8 - Verb - Passive	8.40	4.22	5.87
These thoughts handed down more than 5,000 years.	1.90	2.74	2.83
Error 9 - Verb - Agreement	8.91	3.45	5.21
Today, many Koreans does not follow Buddhism anymore...	1.90	2.65	3.02
Error 10 - Lexical	6.92	3.45	5.24
Religious beliefs are various, but are belief which most Koreans still believe in is a pledge that they give to their ancestors.	2.82	2.58	2.94
Error 11 - Article	8.58	3.91	5.60
These three aspects...are the unique and very important...	1.89	2.81	2.92
Error 12 - Pronoun	9.00	4.12	5.58
A stranger would not be frustrated if he/her understood these things from the beginning.	1.77	2.86	3.06

TABLE 4

Duncan's Multiple Range Test for Order of Language Variables

	Constant	Overall R^2	Root MSE	MSE	Mean of Comprehensibility (A)	Mean of Acceptability	Mean of Irritation
Chinese	5.72	.69	1.74	3.0	7.5	3.7	5.8
Korean	5.81	.75	1.65	2.7	7.9	3.9	5.6

Alpha (A) = .05

TABLE 5

Rank Order of Errors in Chinese Student's Composition

Error	Error Type	C	A	I	Overall
When someone appreciate a Chinese person's outlook belonging or thoughtfulness...	Lexical	4.14 (1)	2.71 (2)	4.63 (1)	3.82 (1)
...it is the Chinese way of being polite — by denying that their belongs are good...	Lexical	4.49 (2)	2.36 (1)	4.70 (2)	3.85 (2)
However, even these Chinese stil have that the cultural background to a certain degree.	Article	6.80 (5)	2.76 (3)	5.21 (3)	4.92 (3)
...by denying that their belongs are good or appreciable.	Lexical	6.04 (3)	3.24 (7)	5.51 (4)	4.93 (4)
Finally, the Chinese are very closely related to the relative and surrounding people compared to other races.	Lexical	6.15 (4)	3.21 (6)	5.65 (7)	5.00 (5)
When someone appreciate...	Verb - Agreement	7.39 (6)	3.44 (10)	5.57 (5)	5.46 (6)
...he may not accept by the society.	Verb - Passive	8.14 (10)	3.04 (4)	5.59 (6)	5.59 (7)

C = Comprehensibility A = Acceptability I = Irritation

Overall = The combined means of the three language variables (C, A, I)

The first figures listed under each column are the means. The numbers below them in parentheses represent the error's rank-ordered placement. The lower the number, the more serious the error, and vice versa.

TABLE 5

Error	Error Type	C	A	I	Overall
The modern Chinese are not as strongly bound to tradition in respect to the ancient Chinese.	Logical Connector	7.65 (8)	3.60 (11)	5.74 (10)	5.66 (8)
This is especially true of those who did not born in China.	Verb - Auxiliary	8.80 (13)	3.07 (5)	5.65 (8)	5.84 (9)
One of my American friends once ask me why the main character in a Chinese story would not ran away from home when his family try to force him to marry a girl he does not like or never meet.	Verb - Tense-Aspect	8.77 (12)	3.35 (8)	5.70 (9)	5.94 (10)
When a Chinese person finds that there are something wrong with his friend...	Verb - Agreement	8.81 (14)	3.39 (9)	5.82 (11)	6.00 (11)
I should say the examples of the first two points I mentioned are commonly found.	Discourse Cohesion	7.52 (7)	4.50 (14)	6.10 (12)	6.04 (12)
He has lost his root and root is something the Chinese would never change.	Word Form	8.10 (9)	4.13 (12)	6.16 (13)	6.13 (13)
...the Chinese population in the U.S. is increased...	Verb - Auxiliary	8.85 (15)	4.17 (13)	6.34 (14)	6.45 (14)

TABLE 5

Error	Error Type	C	A	I	Overall
...the Chinese's standards...	Possessive	9.14 (16)	5.34 (15)	7.30 (17)	6.55 (15)
He has lost his root and root is something the Chinese would never change.	Verb - Tense-Aspect	8.63 (11)	5.35 (16)	7.13 (15)	7.03 (16)
There was a large number of Chinese who immigrated to the West Coast...	Non-Referential There	9.21 (17)	5.72 (17)	7.22 (16)	7.38 (17)

TABLE 6

Rank Order of Errors in Korean Student's Composition

Error	Error Type	C	A	I	Overall
They will see that the same tone which flown in the language also flows through the culture.	Lexical	6.15 (3)	3.37 (2)	5.08 (2)	4.98 (1)
Religious beliefs in Korea are various, but are belief which most Koreans still believe in is a pledge that they give to their ancestors.	Lexical	6.92 (4)	3.45 (4)	5.24 (4)	5.20 (2)
...a hot and chilly taste of vegetables.	Lexical	6.18 (1)	4.17 (9)	5.90 (10)	5.41 (3)
Foreigners may find a nothing but a hot and chilly taste of vegetables.	Article	7.90 (5)	3.69 (6)	5.42 (5)	5.67 (4)
They wouldn't get nowhere unless they used a translator.	Double Negative	8.77 (9)	3.35 (1)	4.97 (1)	5.69 (5)
Today, many Koreans does not follow Buddhism anymore...	Verb - Agreement	8.91 (10)	3.45 (3)	5.21 (3)	5.85 (6)
First, the Korean language have been originated more than five thousand years.	Verb - Passive	8.41 (7)	3.59 (5)	5.62 (8)	5.87 (7)
There are three unique things in the Korean culture that a stranger from an outer region may not understand...	Lexical	6.46 (2)	4.67 (11)	6.77 (12)	5.96 (8)

TABLE 6

Error	Error Type	C	A	I	Overall
These three aspects of Korean culture... are the unique and very important to most Koreans.	Article	8.58 (8)	3.91 (7)	5.60 (7)	6.03 (9)
These thoughts handed down more than five thousand years.	Verb - Passive	8.40 (6)	4.22 (10)	5.87 (9)	6.16 (10)
A stranger would not be frustrated if he/her understood these things from the beginning.	Pronoun	9.00 (12)	4.12 (8)	5.58 (6)	6.23 (11)
There are three unique things in the Korean culture that a stranger from an outer region may not understand and may lead him or her to a frustration.	Article	9.00 (11)	4.79 (12)	6.38 (11)	6.72 (12)

TABLE 7

Effects of Professorial Field (Science/Non-Science) and Composition Ratings of Content and Language

Dependent Variables	Independent Variables: Professorial Field	Composition	Interaction	Constant	R^2	Standard Error of Estimate
Holistic Rating	.14 (.15)	-.51* (.15)	-.03 (.15)	5.41	.08	1.90
Development	-.00 (.16)	-.55* (.16)	-.08 (.16)	5.83	.07	2.00
Sophistication	-.10 (.16)	-.06 (.16)	-.07 (.16)	5.00	.00	2.10
Comprehensibility	-.17 (.14)	-.45* (.15)	.00 (.15)	7.67	.06	1.80
Acceptability	.14 (.19)	-.50* (.19)	-.48* (.19)	5.22	.08	2.36
Irritation	-.37 (.20)	.09 (.20)	-.14 (.20)	6.66	.03	2.49

*$p < .05$

The tabled values are unstandardized partial regression coefficients. The numbers in parentheses represent the standard error of these coefficients.

For professorial field, the positive numbers represent the science professors, the negative numbers the non-science professors. Thus, for the one significant effect of acceptability, professors in the non-sciences gave a higher rating to that variable than did the science professors.

For composition, the positive numbers represent the Chinese student's composition, the negative numbers the Korean student's.

TABLE 8

Significant Effects of Professorial Field and Error Ratings in Chinese Student's Composition

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 3 - Verb - Auxiliary ... the Chinese population in the U.S. is increased ...				
Irritation	-.69* (.32)	6.33	.05	2.90
Error 4 - Verb - Agreement When a Chinese person finds that there are something wrong with his friend ...				
Irritation	-.70* (.34)	5.83	.05	3.01
Error 5 - Verb - Agreement When someone appreciate ...				
Irritation	-.70* (.35)	5.57	.05	3.11

*p < .05

The tabled values are unstandardized partial regression coefficients. The numbers in parentheses represent the standard error of these coefficients.

For professorial field, the positive numbers represent the science professors, the negative numbers the non-science professors. Thus, in this table, the non-science professors gave higher ratings than did the science professors.

TABLE 8

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 8 - Lexical It is the Chinese way of being polite — by denying that their belongs are good or <u>appreciable</u>.				
Comprehensibility	-.76* (.32)	6.03	.07	2.84
Irritation	-.92* (.33)	5.51	.09	3.00
Error 9 - Lexical Finally, the Chinese are very closely <u>related to the relative and surrounding</u> people compared to other races.				
Irritation	-.76* (.33)	5.65	.06	3.00
Error 11 - Verb - Passive ...he may <u>not accept</u> by the society.				
Irritation	-.84* (.33)	5.60	.07	3.00

TABLE 8

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 13 - Word Form He has lost his root and root is something the Chinese would never change.				
Irritation	-.91* (.34)	6.16	.08	3.00
Error 15 - Verb Auxiliary This is especially true of those who did not born in China.				
Irritation	-.74* (.33)	5.65	.06	3.00
Error 16 - Article However, even these Chinese still have that the cultural background to a certain degree.				
Irritation	-.70* (.36)	5.21	.04	3.20

TABLE 8

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 17 - Discourse Cohesion I should say the examples of the first two points I mentioned are commonly found.				
Comprehensibility	-.53* (.27)	7.52	.04	2.46
Irritation	-.92* (.33)	6.10	.01	3.00

TABLE 9

Significant Effects of Professorial Field and Error Ratings in Korean Student's Composition

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 2 - Article				
There are three unique things in the Korean culture that ... may lead him or her to a frustration.				
Comprehensibility	-.56* (.18)	9.00	.00	1.57
Error 3 - Verb - Passive				
First, the Korean language have been originated more than five thousand years.				
Acceptability	.71* (.30)	3.56	.07	2.56

*$p < .05$

The tabled values are unstandardized partial regression coefficients. The numbers in parentheses represent the standard error of these coefficients.

For professorial field, the positive numbers represent the science professors, the negative numbers the non-science professors. Thus, for example, in Error 2 the non-science professors gave a higher rating for comprehensibility than did the science professors. Conversely, in Error 3 the science professors gave a higher rating for acceptability than did the non-science professors.

TABLE 9

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 4 - Double Negative They wouldn't get nowhere unless they used a translator.				
Comprehensibility	-.65* (.20)	8.77	.12	1.80
Acceptability	.71* (.29)	3.34	.07	2.54
Error 5 - Lexical They will see that the same tone which flown in the language also flows through the culture.				
Acceptability	.76* (.27)	3.37	.10	2.36

TABLE 9

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 9 - Verb - Agreement Today, many Koreans does not follow Buddhism anymore...				
Comprehensibility	-.70* (.20)	8.91	.14	1.77
Irritation	-.80* (.33)	5.20	.07	3.00
Error 10 - Lexical Religious beliefs in Korea are various, but are belief which most Koreans still believe in is a pledge that they give to their ancestors.				
Comprehensibility	-.64* (.31)	6.92	.05	2.76
Acceptability	.69* (.30)	3.45	.07	2.50

TABLE 9

Dependent Variables	Professorial Field	Constant	R^2	Std. Error of Estimate
Error 11 - Article These three aspects of Korean culture ... are <u>the</u> unique and very important to most Koreans.				
Acceptability	.71* (.31)	3.91	.06	2.73
Error 12 - Pronoun A stranger would not be frustrated if <u>he/her</u> understood these things from the beginning.				
Comprehensibility	-.56* (.19)	9.00	.10	1.70

Appendix A

Instructions to the Students

Write a 350-500-word composition on the topic below. You will have 75 minutes in which to plan and write the essay. You should pay particular attention to the content, organization, and grammar. Vocabulary and punctuation should also be taken into account.

Composition Topic:

There are things which are unique to each culture and which an "outsider" finds difficult to understand. This lack of understanding may lead to frustration, conflict, or a lack of appreciation of the values of the culture. Find three things about your culture which you believe most other people might not understand and which cause them to get a distorted impression. Write a unified essay in which you explain these aspects of your culture to outsiders, so that they will not misinterpret what they see and may avoid conflicts.

Appendix B

Composition Written by Chinese Student (Phase 1)

Generally Chinese culture is not well understood by Western people; they think that Chinese's standard of value and relation with people are relatively hard to understand and strange. There was a large number of Chinese migrated to the coast area of America three decades ago. Today, in Los Angeles, Chinese form a small community in down town, called China Town. Althought, Chinese in the United State is increased; still most American do not understood Chinese well.

Personally I found the Chinese's attitude towards others is not the same as most Western people. When Chinese finds that there are something wrong with their friend or they do not like the attitude of their friend, they would not mention or compliant about it unless it is disgusting. Sometimes, even if they really cannot take it, they would rather avoid that friend than make a compliant.

Besides the above point, there some other cultural practices that is hard to understand by outsiders. For example, when someone appreciate a person's outlook belonging or thoughtfulness and tell the person what he feels, the person may reply "it is not good at all" or "No, not really, it is just fine", if the person is Chinese. This may be rude to some people by dening

other's opinion; but this is Chinese's way of being polite by denying their belongs is good or appreciable, and it does not mean to reject others.

Finally, Chinese is very closely related to the relative and surrounding people comparing to other races. For instance, once one of my American friend ask me why would not the main character in a Chinese story ran away from home when his family tring to force him to marry a girl he does not like or never meet. This is because in Chinese society elder is highly respected, and one must obey the elder. And if he runs away and marry the girl he loves, he may not accept by the society. He has lost his root, and root is something acient Chinese would change their life for.

Modern Chinese is not so strongly related to the others in respect to the acient Chinese. Especially those Chinese who did not born in China. However Chinese still have that the cultural background to a certain level. I should say example of first two points I mentioned is commonly found.

Is this paper:

poorly done — well done

1 2 3 4 5 6 7 8 9 10

poorly developed — well developed

1 2 3 4 5 6 7 8 9 10

unsophisticated — sophisticated

1 2 3 4 5 6 7 8 9 10

Is the language:

incomprehensible — comprehensible

1 2 3 4 5 6 7 8 9 10

unacceptable — acceptable

1 2 3 4 5 6 7 8 9 10

irritating — not irritating

1 2 3 4 5 6 7 8 9 10

Appendix C

Composition Written by Korean Student (Phase 1)

There are three unique things in the Korean culture that a stranger from outer region or other country may not understand and may lead them to a frustration. These three things are the language, food, and the beliefs or religions which are unique to the Korean culture.

First of all, the Korean language have been originated more than 5,000 years. Language itself may represent the whole culture. Outsiders or foreigners who are visiting Korea may find him/her-self in frustration or in conflict because of language that they can't understand. They wouldn't get nowhere unless they call the translator. As they hear more and more of Korean language they may think Koreans are speaking in all same tone which is true. Soon after a stranger may find that the Korean culture is like the language itself. He/she will see that the same tone which flown in the language flow thru the culture.

The Korean foods are mostly made up of the vegetables. A foreigner or visitor may find a nothing but a hot and chilly taste of vegetables. It doesn't mean that all of the Korean are vegetarians. It is a history which explains how come eating a meat become our least need. The Koreans use to believe the buddhism which was the national

religion. In Buddhism killing or eating an animal was a crime. These thoughts handed down more than a 5,000 years. In these days many Koreans does not follow it anymore but still a forigner will not see any meat on the dining table except vegetables.

The third and last of all, religion or belief in Korea are various but are belief which most of the Koreans still believes is a pledge that they give to their ancestors. They (Koreans) pick one day from a year -- and they prepare very carefully for that day. They believe that when they prepare all foods and drinks and pray, all of their ancestor who died will come eat and drink and enjoy. These belief may be strange and unpleasant to an outsiders but it is a very important to most Koreans.

These three kinds of culture, language, foods, and beliefs are the unique and very important to many Koreans. A stranger or an outsider would understand very easily if he/her tried to understand it from beginning.

Appendix D

Classification of Errors

Composition Written by Chinese Student

Articles

1) They think that __ Chinese's standard...

2) Today, in Los Angeles, __ Chinese form a small community...

3) Althought, __ Chinese in the United State is increased; still most Americans do not understood __ Chinese well.

4) When __ Chinese find that there are something wrong with their friend...

5) But this is __ Chinese's way of being polite...

6) Finally, __ Chinese is very closely related to the relative and surrounding people...

7) In Chinese society __ elder is highly respected.

8) Root is something __ acient Chinese would change their life for.

9) __Modern Chinese is not so strongly related to __ others in respect to the acient Chinese.

10) However __ Chinese still have that the cultural background to a certain level.

11) I should say __ example of __ first two points I mentioned is commonly found.

Discourse Cohesion

1) I should say example of first two points I mentioned is commonly found.

Equative: Demonstrative + Possessive

1) The Chinese's attitude towards others is not the same as __ __ most Western people.

Fragment

1) Especially those Chinese who did not born in China.

Lexical Choice

1) There was a large number of Chinese migrated to the coast area of America.

2) When someone appreciate a person's outlook belonging or thoughtfulness...

3) This may be rude to some people...

4) Chinese still have that the cultural background to a certain level.

5) This is Chinese's way of being polite by denying that their belongs is good or appreciable...

6) Finally, Chinese is very closely related to the relative and surrounding people...

7) He has lost his root and root is something acient Chinese would change their life for.

8) Modern Chinese is not so strongly related to the others...

Logical Connectors

1) Sometimes, even if they really cannot take it, they would rather avoid that friend than make a compliant.

2) Modern Chinese is not so strongly related to the others in respect to the acient Chinese.

Mechanics (Punctuation and Spelling)

1) Generally_ Chinese culture...

2) Today, in Los Angeles, Chinese form a small community in down_town, called China_Town.

3) Althought, Chinese in the United State_ is increased; still most American do not understood Chinese well.

4) Personally_ I found the Chinese's attitude...

5) When Chinese find that there are something wrong with their friend_ or they do not like the attitude of their friend,...

6) ...they would not mention or compliant about it.

7) The person may reply_ "it is not good at all_" or "No, not really, it is just fine".

8) This may be rude to some people by dening other's opinion; but this is Chinese's way...

9) ...when his family tring to force him to marry...

10) Root is something acient Chinese...

11) However_ Chinese still have that the cultural background.

Non-Referential There

1) There was a large number of Chinese migrated to the coast area of America...

Objects

1) ...they would not mention __ or compliant about it unless it is disgusting.

Possessives

1) Chinese's standard...

2) Chinese's attitude...

3) Chinese's way...

Prepositions

1) Today, in Los Angeles, Chinese form a small community in down town.

2) There some other cultural practices that is hard to understand by outsiders.

3) This may be rude to some people by dening other's opinion...

Redundancy

1) When someone appreciate a person's outlook belonging or thoughtfulness and tell the person what he feels, the person may reply "it is not good at all" or "No, not really, it is just fine", if the person is Chinese.

2) This may be rude to some people...but this is Chinese's way of being polite...

3) This may be rude to some people by dening other's opinion; but this is Chinese's way of being polite by denying their belongs is good or appreciable...

4) ...in Chinese society elder is highly respected, and one must obey the elder.

Relative Clauses

1) There was a large number of Chinese __ migrated to the coast area of America.

Singular/Plural

1) Chinese's standard_ of value_ and relation_ with people...

2) Althought, Chinese in the United State_ is increased; stil most American_ do not understood Chinese well.

3) ...one of my American friend_...

4) I should say example_ of first two points I mentioned is commonly found.

Verbs

Auxiliary

1) Althought, Chinese in the United State is increased...

2) Especially those Chinese who did not born in China.

Tense-Aspect

1) Still most American do not understood Chinese well.

2) Personally I __ found the Chinese's attitude...

3) They would not mention or compliant about it unless it is disgusting.

4) ...it does not mean to reject others.

5) ...one of my American friends ask me why would not the main character in a Chinese story ran away from home when his family tring to force him to marry a girl he does not like or never meet.

6) If he runs away and marry the girl he loves... he has lost his root

Agreement

1) When Chinese find that there are something wrong...

2) ...there some other cultural practices that is hard to understand...

3) When someone appreciate_ ... and tell_ ...

4) Finally, Chinese is very closely related to the relative and surrounding people.

5) Modern Chinese is not so strongly related to the others...

Passive.

1) ...he may not accept by the society.

Omission

1) There __ some other cultural practices...

Word Forms

1) They would rather avoid that friend than make a compliant.

2) Chinese is very closely related to the relative and surrounding people comparing to other races.

3) ...in Chinese society elder is highly respected...

4) He has lost his root and root is something acient Chinese would change their life for.

Word Order

1) Chinese's standard of value and relation with people are relatively hard to understand and strange.

2) There some other cultural practices that is hard to understand by outsiders.

3) ...one of my American friend ask me why would not the main character in a Chinese story...

Composition Written by Korean Student

Agreement (Number)

1) There are three unique things in the Korean culture that a stranger from outer region or other country may not understand and may lead them to a frustration.

Articles

1) ...may lead them to a frustration.

2) These three things are the language, __ food, and the beliefs or religions...

3) __ Language itself may represent the whole culture.

4) As they hear more and more of __ Korean language, they may think Koreans are speaking in all __ same tone which is true.

5) The Korean foods are mostly made up of the vegetables.

6) A foreigner or visitor may find a nothing but a hot and chilly taste of vegetables.

7) It is a history which explains how come eating a meat become our least need.

8) The Koreans use to believe the buddhism...

9) These thoughts handed down more than a 5,000 years.

10) They (Koreans) pick one day from a year...

11) These belief may be strange and unpleasant to an outsiders but it is a very important to most Koreans.

12) These three kinds of culture...are the unique and very important to many Koreans.

13) A stranger or an outsider would understand very easily if he/her tried to understand it from __ beginning.

Double Negative

1) They wouldn't get nowhere unless they call the translator.

Lexical Choice

1) ...a stranger from outer region...

2) He/she will see that the same tone which flown in the language flow thru the culture.

3) A foreigner ... may find a nothing but a hot and chilly taste of vegetables.

4) ...a forigner will not see any meat on the dining table except vegetables.

5) ...[R]eligion or belief in Korea are various but are belief which most of the Koreans still believes is a pledge that they give to their ancestors.

6) These belief may be strange and unpleasant to an outsiders...

7) These three kinds of culture, language, foods, and beliefs are the unique and very important to many Koreans.

Logical Connectors

1) ...a forigner will not see any meat on the dining table except vegetables.

Mechanics (Punctuation and Spelling)

1) These three things are the language, food, and the beliefs or religions_ which are unique to the Korean culture.

2) Outsiders ... may find him/her-self in frustration...

3) As they hear more and more of Korean language_ they may think Koreans are speaking in all same tone_ which is true.

4) ...the same tone which flown in the language flow thru the culture.

5) Soon after_ a stranger may find that the Korean culture is like the language itself.

6) The Koreans use to believe the buddhism_which was the national religion.

7) In Buddhism_ killing or eating an animal was a crime.

8) In these days_ many Koreans does not follow it anymore_ but still a forigner will not see any meat on the dining table_ except vegetables.

9) They (Koreans) pick one day from a year -- and they prepare very carefully for that day.

10) ...when they prepare all foods and drinks_ and pray...

11) These belief may be strange and unpleasant to an outsiders_ but it is a very important to many Koreans.

12) These three kinds of culture, language, foods, and beliefs are the unique and very important to many Koreans.

Non-Referential It

1) It is a history which explains how come eating a meat become our least need.

Objects

1) A stranger or an outsider would understand __ very easily if he/her tried to understand it from beginning.

Prepositions

1) In these days many Koreans does not follow it anymore...

Pronouns

1) There are three unique things in the Korean culture that a stranger from outer region or other country may not understand...

2) Outsiders or foreigners who are visiting Korea may find him/her-self in frustration...

3) It does not mean that all of the Koreans are vegetarians.

4) In these days many Koreans does not follow it anymore...

5) They (Koreans) pick one day from a year -- and they prepare very carefully for that day.

6) ... all of their ancestor who died will come eat and drink and enjoy ___.

7) A stranger ... would understand very easily if he/her tried to understand it from beginning.

Quantifiers

1) ... they may think Koreans are speaking in all same tone which is true.

2) They believe that when they prepare all foods and drinks ...

3) These three kinds of culture ... are the unique and very important to many Koreans.

Redundancy

1) They believe that when they prepare all foods and drinks and pray, all of their ancestor who died will come eat and drink and enjoy.

2) Outsiders or foreigners who are visiting Korea ...

3) A foreigner or visitor may find ...

4) A stranger or an outsider would understand ...

5) A stranger or an outsider would understand very easily if he/her tried to understand it from beginning.

Register

1) They wouldn't get nowhere unless they call the translator.

2) It is a history which explains how come eating a meat become our least need.

Singular/Plural

1) The Korean foods are mostly made up of the vegetables.

2) The third and last of all, religion or belief_ in Korea are various ....

3) ... when they prepare all foods and drinks ...

4) ... all of their ancestor_ who died will come ...

5) These belief_ may be strange and unpleasant to an outsiders_ ...

6) These three kinds of culture, language, foods and beliefs ...

Verbs

Agreement

1) ... the same tone which flown in the language flow_ thru the culture.

2) In these days many Koreans does not follow it anymore ...

3) ... belief which most of the Koreans still believes is a pledge that they give ...

Passive

1) The Korean language have been originated more than 5,000 years.

2) These thoughts handed down more than a 5,000 years.

Phrasal Verbs

1) The Koreans use to believe __ the buddhism ...

2) ... belief which most of the Koreans still believes __ is a pledge ...

Tense-Aspect

1) They wouldn't get nowhere unless they call the translator.

2) It is a history which explains how come eating a meat become our least need.

Word Forms

1) Outsiders or foreigners who are visiting Korea may find him/her-self in frustration ...

2) It is a history which explains how come eating a meat become our least need.

3) The Koreans use_ to believe the buddhism ...

Word Order

1) Outsiders ... may find him/her-self in frustration because of language that they can't understand.

Appendix E

Partially Corrected Version of Chinese Student's Composition

Generally, the Chinese culture is not well understood by Western people; they think that the Chinese's standards, values, and relations with people are strange and relatively hard to understand. There was a large number of Chinese who immigrated to the West Coast of America three decades ago. Today in Los Angeles the Chinese form a small community in the downtown area called Chinatown. Although the Chinese population in the United States is increased, most Americans still do not understand the Chinese well.

Personally, I have found that the Chinese attitude towards others is not the same as that of most Western people. When a Chinese person finds that there are something wrong with his friend, or he does not like the attitude of his friend, he would not mention it or complain about it unless it was disgusting. Sometimes, if he really cannot take it, he would rather avoid that friend than complain.

Besides the above point, there are some other cultural practices that are hard for outsiders to understand. For example, when someone appreciate a Chinese person's outlook belonging or thoughtfulness and tells the person how he feels, the person may re-

ply, "It is not good at all," or "No, not really, it is just fine." This may seem rude to some people, but it is the Chinese way of being polite -- by denying that their belongs are good or appreciable. It is not meant to reject others.

Finally, the Chinese are very closely related to the relative and surrounding people compared to other races. For instance, one of my American friends once ask me why the main character in a Chinese story would not ran away from home when his family try to force him to marry a girl he does not like or never meet. This is because in Chinese society the elders are highly respected, and one must obey them. If he ran away and married the girl he loved, he may not accept by the society. He has lost his root and root is something the Chinese would never change.

The modern Chinese are not as strongly bound to tradition in respect to the ancient Chinese. This is especially true of those who did not born in China. However, even these Chinese still have that the cultural background to a certain degree. I should say the examples of the first two points I mentioned are commonly found.

Generally, the Chinese culture is not well understood by Western people; they think that the Chinese's standards, values, and relations with people are strange and relatively hard to understand.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

There was a large number of Chinese who immigrated to the West Coast of America three decades ago.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Although the Chinese population in the United States is increased, most Americans still do not understand the Chinese well.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

When a Chinese person finds that there are something wrong with his friend, he would not mention it or complain about it.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

When someone appreciate a Chinese person's outlook belonging or thoughtfulness and tells the person how he feels, the person may reply, "It is not good at all," or "No, not really, it is just fine."

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

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incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

This may seem rude to some people, but it is the Chinese way of being polite -- by denying that their belongs are good or appreciable.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

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incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Finally, the Chinese are very closely related to the relative and surrounding people compared to other races.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

For instance, one of my American friends once ask me why the main character in a Chinese story would not ran away from home when his family try to force him to marry a girl he does not like or never meet.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

If he ran away and married the girl he loved, he may not accept by the society.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

He has lost his root and root is something the Chinese would never change.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

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incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

The modern Chinese are not as strongly bound to tradition in respect to the ancient Chinese.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

This is especially true of those who did not born in China.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

However, even these Chinese still have that the cultural background to a certain degree.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

I should say the examples of the first two points I mentioned are commonly found.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Appendix F

Partially Corrected Version of Korean Student's Composition

There are three unique things in the Korean culture that a stranger from an outer region or another country may not understand and may lead him or her to a frustration. These three things are the language, the food, and the religious beliefs, which are all unique to the Korean culture.

First, the Korean language have been originated more than five thousand years. The language itself may represent the whole culture. Visitors to Korea may find themselves frustrated or confused because they can't understand the language. They wouldn't get nowhere unless they used a translator. As they hear more and more of the language, they may think all Koreans are speaking in the same tone, which is true. Soon, strangers may find that the Korean culture is like the language itself. They will see that the same tone which flown in the language also flows through the culture.

Second, Korean food is mostly made up of vegetables. Foreigners may find a nothing but a hot and chilly taste of vegetables. This does not mean that all Koreans are vegetarians. Our history explains why eating meat is unnecessary for us. Koreans used to believe in Buddhism, which was once the national

religion. In Buddhism, killing or eating an animal was a crime. These thoughts handed down more than five thousand years. Today, many Koreans does not follow Buddhism anymore, but foreigners still will not see any meat on the table, only vegetables.

Third and last, religious beliefs in Korea are various, but are belief which most Koreans still believe in is a pledge that they give to their ancestors. The Koreans pick one day each year to honor their ancestors and prepare very carefully for that day. They believe that when they prepare food and drinks, and then pray, all of their ancestors will come to eat, drink, and enjoy themselves. This belief may sound strange to outsiders, but it is very important to most Koreans.

These three aspects of Korean culture -- language, food, and religious beliefs -- are the unique and very important to most Koreans. A stranger would not be frustrated or confused if he/her understood these things from the beginning.

There are three unique things in the Korean culture that a stranger from an outer region or another country may not understand and may lead him or her to a frustration.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

There are three unique things in the Korean culture that a stranger from an outer region or another country may not understand and may lead him or her to a frustration.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

First, the Korean language have been originated more than five thousand years.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

They wouldn't get nowhere unless
they used a translator.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

They will see that the same tone
which flown in the language also
flows through the culture.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Foreigners may find a nothing but
a hot and chilly taste of vegetables.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Foreigners may find a nothing but
a hot and chilly taste of vegetables.

incomprehensible									comprehensible
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unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

These thoughts handed down more
than five thousand years.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

Today, many Koreans does not follow
Buddhism anymore, but foreigners
still will not see any meat on the
table, only vegetables.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
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irritating									not irritating
1	2	3	4	5	6	7	8	9	10

These three aspects of Korean culture -- language, food, and religious beliefs -- are the unique and very important to most Koreans.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
1	2	3	4	5	6	7	8	9	10

A stranger would not be frustrated or confused if he/her understood these things from the beginning.

incomprehensible									comprehensible
1	2	3	4	5	6	7	8	9	10
unacceptable									acceptable
1	2	3	4	5	6	7	8	9	10
irritating									not irritating
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